

many people years ago and treated this situation with the sensitivity and urgency it deserved, this entire debacle might have been avoided and many people might be alive today.

The situation in Chiapas remains tense. While the recent violence seems to be primarily a result of local and state officials taking the law into their own hands and unpardonable passivity on the part of federal authorities, I also continue to receive reports of provocative acts by Mexican soldiers. It is a situation the United States cannot ignore, both because Mexico's political and economic stability are of great importance to us, and because we have trained and supplied Mexico's security forces for many years. That training and equipment has been provided exclusively to combat the drug trade, but has it always been used for that purpose? Or have US-trained police or soldiers, armed with US-made weapons, also been involved in counter-insurgency operations? Were any of the weapons used by the assailants in Acteal and Ocosingo obtained from the United States—either through the anti-drug assistance program or through commercial sales licensed by the US Government?

These are not accusations, they are only questions. But they need answers. So far, I am not aware of any evidence that US equipment was used in the Acteal or Ocosingo killings. I hope there is none. It would be totally contrary to the understandings between the Congress and the administration, and between the United States Government and Mexican Government, if our assistance were misused in this way.

Two years ago I wrote an amendment, which was enacted into law and re-enacted last year, which has become known as the Leahy Human Rights Law. It is quite simple. It says that if the Secretary of State has "credible evidence" that a unit of a security force of a foreign country has committed gross violations of human rights, then we cannot provide assistance to that unit unless the foreign government is taking "effective measures" to bring the responsible individuals to justice.

Accordingly, I have posed my questions in a letter to our Assistant Secretary of State for Inter-American Affairs, Jeffrey Davidow, who I respect and who may become our next Ambassador to Mexico. I have, in that letter, also asked for additional information, such as what assistance we have provided to Mexico's security forces, and which units of those security forces have received our assistance. I have urged the administration to carefully review the evidence to determine if the recent events in Acteal and Ocosingo would trigger the Leahy Law cut-off of assistance.

I would also urge the administration to examine whether any US weapons, helicopters or other military aircraft which were licensed for sale to Mexico have been used by paramilitary or gov-

ernment security forces in counter-insurgency operations in Chiapas. I further urge the administration not to grant any license applications of this kind until we have a full accounting of these recent incidents.

Mr. President, Chiapas is not unique. There are countless examples around the world of indigenous groups that are suffering from government neglect and violence. It should also be emphasized that the crisis in Chiapas is a Mexican problem that only the Mexican people can solve. But as their northern neighbor with a long history that links us culturally, politically, and economically as well as geographically, we have, as I have said, many shared interests. And one of those interests is to ensure that human rights are not violated and that the United States is not implicated in those violations.

President Zedillo has said the investigation of the violence in Chiapas will be carried through to its conclusion. I hope that includes not simply the Acteal and Ocosingo killings, but the activities of paramilitary groups throughout the region. The government also needs to address the plight of the thousands of indigenous people in Chiapas who have fled their homes to escape the paramilitary groups and are living in makeshift camps. They are suffering from acute shortages of drinking water, food and shelter. It is a miserable situation and the sooner they can safely return to their homes the better.

President Zedillo has also said that he wants to resume negotiations with the Zapatistas. I know this has the support of the US Government. What is lacking, I am afraid, is a clearly defined strategy, or road map, for resolving this conflict. Unless both sides have confidence that such a strategy can lead to an acceptable resolution, it will be only a matter of time before another violent outburst, and more needless deaths. ●

DOLLARS TO THE CLASSROOM ACT

● Mr. SESSIONS. Mr. President, I am pleased to join with my good friend from Arkansas, Senator TIM HUTCHINSON, in introducing the "Dollars to the Classroom Act". This is a critically important piece of education legislation, of which I am honored to be an original cosponsor.

The "Dollars to the Classroom Act" will send funds supporting roughly thirty one K-12 education programs in a block grant to states, with the requirement that 95 percent of these funds go to local schools. This is a very simple concept. We should demand that 95 percent of the Federal money we spend on elementary and secondary education must be spent in the classrooms of our local schools. That's it.

Let me be clear about one thing. This legislation does not reduce the funding for the schools. Rather, it makes sure that the tax monies our citizens give

for education actually makes it to the classroom.

Mr. President, I served as a public school teacher. My wife served as a public school teacher. And let me say this, there is nothing more special, than the moment when a young student and a teacher connect in the classroom. Unfortunately, there exists a complex, confusing, paperwork driven federal system that too often hinders rather than helps the students. Mr. President, this bill provides the badly needed resources to not only enhance these magic moments between students and teachers but it also guarantees that every single student and every single teacher will have the resources needed to make this all possible.

Mr. President, this is how the bill works. Instead of sending the education dollars through the usual bureaucratic gauntlet—paying the bureaucrats at the Department of Education and the state education establishments—individual tax dollars would go directly to the states in a block grant administered by the Governor. Local school districts, parents, teachers, and local school officials could then use those funds for education priorities they think are most important. Mr. President, this will allow parents and local education officials to decide how to spend these dollars. They would decide their schools' priorities and, most importantly, how best to allocate these funds.

There is another important reason for this legislation. Federal education programs and their grant processes have become so burdensome many local schools are not even applying for funds. Often our local schools and school officials are forced to spend a significant amount of their Federal education tax dollars just to apply for these funds.

Let me give you an example. The Mobile County Public Schools system, my home county in Alabama, which contains 65,443 students in grades K-12 was forced, on two different occasions, to hire grant writers at \$50,000 a year just to help the school system apply for these federal grants. These grant writers were in addition to the many administrators, principals and teachers who are forced to dedicate their valuable time to filling out the paperwork associated with applying for these grants instead of educating the students of Mobile County.

And there are countless other examples. The state of Ohio calculated in 1990 that over 50 percent of its paperwork burden was related to federal education programs, even though only 5 percent of its education revenues came from federal sources.

A recent audit of the New York City public schools found that only 43% of their local education budget reaches the classrooms.

A 1996 Heritage Foundation study of federal spending on elementary and secondary education found that only 85

cents of every education tax dollar sent to Washington, was returned to local school districts—that's school districts not local classrooms.

According to the U.S. Department of Education, of the more than \$15 billion allocated to its elementary and secondary education programs in 1996, over \$3 billion went for purposes—like administrative overhead—rather than the real needs of local school districts.

The Superintendent of the Mobile County Public School system, Mr. Paul Sousa, supports this legislation for one simple reason: this legislation dedicates valuable dollars to the classrooms and eliminates the bureaucracy that has placed a stranglehold on his principals, his teachers, and his students. And I would say to all my colleagues, the "Dollars to the Classroom Act" will help to eliminate these scenarios and require that 95% of all Federal education dollars be spent in the classroom.

Mr. President, I would like to end my comments by sharing with you a quote from President Clinton, concerning this very issue. On March 27, 1996, in a speech to the National Governors' Association, the President stated: "We cannot ask the American people to spend more on education until we do a better job with the money we've got now." Mr. President, I fully agree. We can not continue to spend billions of dollars on federal education programs that don't even reach our students. We must demand accountability for the federal dollars we spend on education. We need to know where our education dollars are going and how much actually gets to the individual classrooms in Alabama and across this country.

The "Dollars to the Classroom Act" will provide the hardworking parents and students of this country the resources and the accountability they deserve.●

A NEW INITIATIVE AGAINST ELEPHANTIASIS

● Mr. LEAHY. Mr. President, in the global battle against infectious diseases, inaccessibility to safe and effective drugs remains a major obstacle for developing countries. The lack of the public health infrastructure to respond effectively to infectious diseases contributes to widespread and needless suffering. Even where that infrastructure exists, many of the world's poor cannot afford the price of drugs.

But many disfiguring and debilitating diseases can be prevented at minimal cost—in some cases with just one pill, once a year, for as little as a few cents per dose. Last May, the Foreign Operations Subcommittee heard testimony about the need for pharmaceutical companies and governments to work together to combat infectious diseases around the world. Dr. Gordon Douglas, the President of Merck Vaccines, described the company's success with the donation of its drug, Mectizan, in fighting river blindness.

Since 1987, Merck has treated 18 million people, spending \$70 million on the program in 1996 alone. While the global elimination of river blindness is not expected until at least 2007, Merck has made an invaluable contribution toward this goal.

Last November, Congress provided an additional \$50 million to strengthen global surveillance and control the spread of infectious diseases. On December 16, 1997, amid alarming reports about the Hong Kong flu, the U.S. Agency for International Development gathered public health experts from around the world to set priorities and develop a U.S. strategy to support the global campaign against infectious diseases. And then on January 26, 1998, Smithkline Beecham, one of the world's largest pharmaceutical companies, announced that it was taking on elephantiasis, one of the world's most disabling and disfiguring tropical diseases which afflicts some 120 million people, and endangers as many as one billion people. Smithkline Beecham has generously agreed to provide for free an anti-parasitic drug called Albendazole to combat this scourge. The company estimates that it will spend some \$500 million over the next two decades working with the World Health Organization to tackle elephantiasis in parts of Africa, Asia, the Pacific Islands, and Central and South America. Over time, the effort could even lead to the eventual elimination of this horrible disease. In addition to protecting against elephantiasis, it is predicted that the yearly distribution of Albendazole will improve the health of millions of children who suffer from chronic intestinal parasites.

Mr. President, Merck and Smithkline deserve our praise and gratitude. This kind of cooperative initiative between governments and private industry is a model for how we can combat infectious diseases in the years ahead, and in doing so make life better for millions and millions of people.●

RICHARD HIROMICHI KOSAKI

● Mr. INOUE. Mr. President, on December 30, 1997, Hawaii's senior journalist, A. A. Bud Smyser of the Honolulu Star Bulletin, featured in his bi-weekly column, "Hawaii's World," the contributions of a dear friend and classmate, Richard Hiromichi Kosaki. Dr. Kosaki recently retired as the President of Hawaii Tokai International College, phasing out a distinguished educational career that has spanned over 47 years. However, I am certain that the Richard Kosaki I know will consider this to be just an end of another chapter of his life. I am certain he is now looking forward to his next chapter, equally challenging, and equally glorious.

I ask that the text of the column be printed in the RECORD.

The column follows:

HAWAII'S WORLD

(By A.A. Smyser)

Richard H. Kosaki is retiring as president of Hawaii Tokai International College, returning to an advisory role, and phasing out a distinguished educational career that has spanned 47 years.

We talked about it at a Kaimana Hotel lunch table where we could see down the curve of Waikiki Beach to all the giant hotels now clustered on the water and along Kalakaua Avenue.

It was symbolically appropriate. Kosaki was born near the beach, grew up there, swam and fished there and watched its tremendous changes over his 73 years. Only the Moana and Halekulani hotels were there when he was born. The Royal Hawaiian didn't open until 1927. All the high rises rose since statehood in 1959.

Kosaki, for his part, has been a big mover for educational change in Hawaii. He is the architect of the University of Hawaii's community college system that now embraces well over half of all UH enrollment. He was with the UH faculty group that generated the concept of the East-West Center.

After he retired as chancellor at UH-Manoa he carried his belief in Hawaii as an international education center to helping Japan's enormous Tokai University Educational System establish an outpost here in a superbly built high rise at 2241 Kapiolani Blvd.

In his beginning years as an educator, he taught political science, worked with the Legislative Reference Bureau, and helped educate many students who went on to be leaders in government. He even helped to wise up newspaper writers like me.

We talked about two things: international education in Hawaii, and other educational changes to expect in the years ahead.

The Tokai University Pacific Center here, the umbrella under which the college exists, is not the gangbuster success early visualized. It still needs heavy subsidy from Japan. International students have never filled all of its 200 dorm spaces but they have totaled over 100, and international visitors have filled a lot of the rest.

While most of the international enrollment is from Japan, annual outstanding student award winners have come also from Taiwan, Cambodia, Vietnam and Brazil. The only U.S. winner came from Molokai.

Courses deal mostly with English and an introduction to America. They provide a "friendly gateway" to America for international students planning study elsewhere. Besides its help to these full-year students the center offers short-term introductions to Hawaii and Hawaiians to students regularly enrolled on Tokai's numerous Japanese campuses.

And what about education generally?

More use of Internet and TV for off-campus education.

Less emphasis on classroom lectures, though they won't disappear.

More lifelong learning. UH community college students illustrate the trend with an average age over 30.

More interaction between education and active life experiences.

He has a favorite maxim: "Tell me and I forget. Teach me and I remember. Involve me and I learn." He succeeded under the old system of listening to lecturers, memorizing and feeding things back in exams. But he thinks involvement is better and should be lifelong.

Real education starts at conception, he says. Early life experiences are the most formative. Kindergarten teachers thus are more important in shaping a life than graduate school professors. The latter are much better paid but the balance is worth re-examining.●